Professional Development System

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Superintendent

Originally approved
1999-2000

Revised for ~~2011-12~~
2012-13

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Introduction and Purpose

Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education on an annual basis. "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce."

Santa Rosa District Schools has long been committed to quality professional development for teachers, support staff, and administrators. Our district's Master Inservice Plan provides professional learning opportunities for all categories of employees. Additionally, our district maintains a Professional Development Plan as a part of our Teacher and Administrative Evaluation Systems. This system has been in place for all instructional personnel since 1988, reflecting our commitment to the philosophy that all personnel can and should work to improve their performance on a continual basis, based on student data, school improvement data, certification needs and teacher improvement needs.

The Professional Development System designed for our district integrates the Administrative and Instructional Evaluation Systems with the Master Inservice Plan. In alignment with state and national Professional Development Protocol, the Administrative and Instructional Evaluation Systems, are aligned with Individual Professional Development Plans (PDPs). All Individual Professional Development Plans are aligned and linked with student and personnel needs, based on appropriate data sources. The PDP clearly identifies the goal(s) set, deliberate practice, and professional development needs. An outcome/action research statement finalizing the PDP will provide a means to help make correlations regarding the impact of professional development on student learning and identify further professional learning needs for each employee. Each employee will maintain a portfolio that contains data sources documenting beginning and ending data for a minimum of three years. The portfolios should be maintained electronically on the Professional Growth System (PGS) provided by the district. Professional development for all instructional personnel should clearly relate to specific student performance data for currently assigned students, School Improvement Plan (SIP) or District Strategic Plan goals. Increased opportunities, both face to face and online training, that provides for professional collaboration that encourages teachers to participate in learning communities, lesson study, action research and mentoring and coaching will be supported by the district. Pre-service training will be provided for all district newly hired staff. District Mentor Teachers will be assigned to support each new teacher at the school level.

Our District's Professional Development System focuses on disaggregated student data identified at the individual educator, school, and district level. Planning, learning, implementing and evaluating are addressed at each level. Mentor Teachers, Reading Coaches, Math Coaches, Lesson Study Facilitators, Data Coaches, Academic Intervention Specialists, and Technology Integration Coaches and other district identified teacher leader groups are continuously trained and supported at the district level to provide each school community with on-site professional development and intervention strategies that addresses the annual needs assessment data. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

The Professional Development Council, comprised of elected teachers from all levels, community colleges and state universities, union representation, business and community representatives and district staff are all responsible for maintaining and updating this document on an ongoing basis. The Santa Rosa District Schools Master Inservice Plan and Professional Development System are State and School Board approved annually.

Individual Professional Development Plans

Santa Rosa District School's state-approved Administrative and Instructional Evaluation Systems include an Individual Professional Development Plan.

- Instructional Professional Development Plan (PDP) (Appendix A)
- Administrator Professional Development Plan (Appendix B)

Professional Development Plans (PDP) are maintained electronically on the Professional Growth System (PGS) and and been integrated into the Teacher Evaluation System. Each PDP may requires planning and review sessions throughout the school year. The employee's PDP completion is assessed at the end of the school year based on timelines prescribed in Santa Rosa's state approved Administrative/ and InstructionalEvaluation Systems and are included in the overall percentage as it contributes to the evaluation rankings. **However, pending data receipt and to provide continuous improvement opportunities, PDPs may be marked on-going and completed by the end of the first nine week grade period of the following school year.** A successful PDP includes a well written goal statements with, appropriate and completed relative professional development withand deliberate practice. **PDP completion timelines may preclude receipt of student data. The outcome statement should be based on available student data, with predictive statements and other relevant data sources available that show increased/decreased student performance.**may not be able to reflect student data, but relevant data available may be used in the outcome statement. For example, if DEA is available and FCAT is not, use the DEA scores to predict FCAT outcomes. Individual Professional Development Plans are continuous and on-going from year-to-year based on the identified needs of the employee as documented on the previous year's evaluation form.

Data sources may include, but are not limited to the following:

- School Improvement Plans
- Annual performance evaluation data
- Annual school reports
- Student achievement data (DEA, FCAT, EOCs, STAR, AR, AM, etc.)
- Parental and student survey datasatisfaction information
- Rounding Data
- Support Services Survey Data
- School discipline data
- Classroom observation data
- Other

Data Team training will be provided by the district at the beginning of the school year to assist with school-based data analysis and goal setting, as well as identifying strategies and professional development needs. A School Leadership Team comprised of data coaches, school administrators, and lead teachers at each school site will determine specific activities needed to meet the identified areas on the School Needs Assessment Form (Appendix C).

Prior to the end of the first nine week grading period each –instructional personnel –(IP) will meet with an administrator and/or the school data team to discuss the PDP goals, staff professional learning development, and deliberate practice that has been identified from the data review. The student needs goal established should establish a need based on current student data andcontain clearly defined training objectives, specify measurable improvement in student performance. The teacher needs goal should identify professional development that will assist the teacher in meeting the student goal. Professional development relative to each annual PDP should occur between June 1 of the previous school year and May 1of the current school year. This allows Inservice Representatives time to complete Inservice records prior to the June 1 completion timeline. that might result from the training activities, and include an evaluation component documenting the expected student performance gains. Deliberate practice should include **changes** in teaching and learning resulting from the training attended. Since the PDP is a working document, professional development and deliberate practice may be edited

throughout the year. Teachers should identify any participation in Lesson Study, Action Research and/or Professional Learning Communities for that school year. The employee portfolio documenting initial data, ~~staff projected professional~~ development, and deliberate practice should be ~~initiated~~ admistrator approved prior to the end of the first nine weeks grading period.

Administrators will meet with their supervisor to discuss goals, professional development and deliberate practice. Opportunities will be provided for administrators to attend training on the state approved research model for the Administrative Evaluation System as it relates to Florida Standards for School Leaders.~~, in compliance with the district Principal Preparation Plan.~~

The individual professional development goal will focus primarily on the following state-approved areas.

- Reading
- Next Generation Standards, Common Core Standards, STEM, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

Each goal should be written so that it is

- **S**pecific in terms of target area for improvement and be written in the future tense;
- **M**easurable in terms of the desired improvement in student performance;
- **A**ttainable in light of available resources and conditions;
- **R**elevant to continuous quality improvement of instruction and student performance;
- **T**rackable within the context of flexibility and shall specify a completion date.

Documentation Method

The teacher and administrator must agree and identify the documentation that will be used to evaluate the specified goal. Documentation methods may include, but are not limited to:

- Lesson plans
- Grade book
- Documented reports to other teachers
- Training and lesson study agendas and minutes
- Anecdotal or inservice records
- Rubrics of student behavior
- Student assessment
- Classroom observations
- Surveys data
- Action Research
- Program Evaluations

Learning goals and strategies should guide the implementation and development of the employee's Individual Professional Development Plan. Employees will be afforded continuous and sustained training as identified by the Individual PDP and site-based Needs Assessment Form (Appendix C). Training must align to the components in the Master Inservice Plan. Inservice activities for instructional personnel shall focus on:

- Analysis of student achievement data;
- Ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and challenging curricula for all students;
- Integrated use of classroom technology that enhances teaching and learning;
- Classroom management;
- Parent involvement, and;
- School safety.

To support and increase the success of educators through relative and meaningful training, pProfessional development may will be delivered in the following ways:

- Site-based and district-wide training opportunities
- Online professional development
- Modeling and coaching/follow-up
- Video streaming clips
- Face-to-face training
- Professional reading
- Applicable state and national conferences
- Vendor supplied training
- District video training components
- University and state consortiums
- Classroom observations/mentoring
- Learning communities/study groups
- Lesson study
- Action research projects
- Classroom observations
- Online forums and discussion groups
- Book studies
- Mentoring/Coaching

It is understood that general teaching strategies, as well as ESOL and ESE strategies, will be embedded into all workshops.

The school-based administrators should work with the school's leadership team, Inservice Representative, and district coordinators to plan and implement school-based Inservice activities that are required to meet individual and school-wide goals. For each school year, pProfessional development participated in for the PDP goal, could/sshould be incurred between MayJune 1 of the previous school year and AprilMay 1 of the current school year. This provides for previous summer training to be implemented in the given year. Sustained Ttrainings finalized after the May 1 deadline may not be included on the current PDP. should be completed prior to the June 1 evaluation completion deadline.

Implementing

Sustained training has been identified as training that occurs over multiple sessions targeting a specific area or program, whereby the employee is expected to apply the knowledge and skills learned in the training to impact student achievement. Implementation and follow-up should provide the support needed to ensure appropriate application of the knowledge and skills in the classroom and shall include, but is not limited to the following items:

- Structured Coaching/Mentoring (May include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Action Research related to training (Should include evidence of implementation)
- Collaborative Planning related to training
- Participant Product related to training (May include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Learning Community/Study Group participation/Lesson Study
- Electronic-interactive
- Electronic-non-interactive

An implementation project/follow up activity will be completed by each training participant at the end of aeach sustained training opportunity. Implementation project documentation will be collected and monitored by the facilitatorconsultant, who will evaluate and approve the activity. This documentation may include, but is not limited to the following items:

- Professional Development Follow-up/Evaluation Form (Appendix E)
- Projects/ lesson plans
- Classroom observations
- Learning community minutes
- Lesson study documentation
- Action research documentation
- Coaching/mentoring
- Interviews
- Web/electronic resources
- Classroom observation
- Online forums and discussion groups

Supervising Teacher/Mentor Teachers

The district recognizes the importance of coaching and mentoring for teachers in training, newly hired or teachers changing positions, as well as teachers who might be struggling in their subject area.   To ensure that the teachers placed in supervisory coaching and mentoring positions are qualified in that role, the following items should be validated by their immediate supervisor prior to placement.

1. Supervisor/Mentor has taught five or more years in Santa Rosa District.
2. Supervisor/Mentor has received highly effective or effective ratings (exceeds/meets expectations) for the past three years on their annual evaluation.
3. Supervisor/Mentor has a good attendance record.
4. Student Teacher Supervising Teachers are required to have completed Clincial Educator Training.
5. Supervisor/Mentor has been recommended by their principal/supervisor to serve as a supervisor/mentor.

Online forums and discussion groupEvaluating

Evaluating

Evaluating is a continuous and ongoing process throughout the Professional Development Plan. This process allows for ineffective programs and strategies to be eliminated and research-based effective programs to be expanded. The Evaluating process will consider the impact of programs and strategies on instructional performance as it relates to student achievement and behavior. Funding sources include current grant opportunities, district media and technology budgets as well as Title II. Every attempt is made to provide funding or district resources to fully address identified needs that are based on current research strategies. In many instances district budgets are pooled to enable effective and efficient professional development delivery for all stake holders.

All professional development will be assigned a Professional Development Evaluation Form (Appendix F) that measures planning, learning, implementing and evaluatingon. Any sustained training, or training that impacts student performance will be assigned a comprehensive Professional Development Follow-up Evaluation Form (Appendix E) that specifically addresses training implementation, relevance of the training, learning strategies employed, and student performance impact. The FLDOE has identified sustained training as training that is approximately 10-15 hours of continuous specific area focus. Facilitators use the evaluation forms to evaluate the training, content, implementation, and as a feedback instrument that indicateswhich participants may need additional support, follow-up, and assistance subsequent to the training. It is recommended that implementation and evaluation forms be completed as quickly as possible to ensure that accurate reporting occurs. Reports providing continuous evaluation of professional development and follow-up, as well as customer satisfaction, may be obtained throughout the year from the district's Professional Growth System (PGS). Even though PDP goals are no longer marked ongoing from year to year in PGS, the unmet teacher needs may be addressed on the current year PDP. Prior to the end of the first nine weeks grading period of each school year, employees and their

supervisor meet to determine if the goals of the ongoing PDP have been met and to review the teachers' portfolios. Archived PDPs are available for reviewing from year to year to allow a continuous process for unmet PDP needs. If thea PDP goal is not met, specific rationale should be indicated in the outcome sectionstatement of the PDP and readdressed in the next year's goal statement. the new goal should address the continuing needs. This does not necessitate an unsatisfactory evaluation for the employee. However, it should indicate a focus area of need for planning. the PDP for the current school year.

The focus of Professional Development evaluation will be the advancement of student achievement. Evaluation methods will include, but not be limited to:

- District developed/standardized student test results
- Results of school constructed student tests
- Portfolios of student work
- Checklists of student performance
- Charts and graphs of student progress
- Analysis of student performance data (outcome statements)
- Portfolios maintained by the training participants
- Documented observation
- Rubrics developed for special area curriculum
- Curriculum alignment data
- Action research
- Lesson study
- Classroom observations
- District Annual Program Evaluations
- Survey Data
- Other

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Program Evaluation

A minimum of 10% of district and school-based programs will be evaluated on an annual basis. An emphasis will be placed on the evaluation of new programs to determine their impact on teacher deliberate practice, and student performance, for program continuance. The district will maintain a notebook that will include annual district program evaluations. Schools will maintain the evaluations produced at the school level.

School Support Personnel

It is the belief of the Santa Rosa District Schools that support personnel are essential to the educational process of our students. Therefore, we plan for and provide appropriate training for support personnel as budgetary decisions are made. Though these personnel do not have Professional Development Plans, they may receive training in any of the following state approved primary focus areas. Educational Support Personnel are included in the Professional Growth System online and all training attendance is documented. Educational Support Personnel have access to the professional development calendar and are encouraged to attend relevant training sessions.

- Reading
- Sunshine State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family involvement
- School safety

District-Level Professional Development System

The Master Inservice Plan and Professional Development System are updated annually with input from the Professional Development Council, which is made up of teachers, school and district leaders, university staff and community members. The Professional Development Council meets quarterly or as needed to review and make recommended guidelines.

Once test data becomes available, the district staff will analyze the test scores relevant to their area for each specific school site as well as the overall district. Planning for professional development activities to meet the identified needs will begin immediately upon receipt of test scores at the district level. Directors and district subject area coordinators will further use the school Needs Assessment Forms to verify specific site-based training needs as a direct result of the PDP process.s. Schools may work together to offer similar training, thus providing for better use of available training opportunities. District administrators will identify the funding source when applicable for the activity or request funding from the district professional development funds.

Administrative Training

All district administrators complete an Administrator's Professional Development Plan (Appendix B) prior to the end of the first nine weeks grading period. Leadership training will focus on the Standards for School Leaders. Training will be provided by online training on the William C. Golden Website (WCG), and district trainers and consultants that have been trained to deliver ASAP modules. Research-based training will be provided on a sustained basis by consultants throughout the year as administrators implement the new Instructional Evaluation System. Training will also be provided by consultants for administrators relative to research as it applies to the new Administrative Evaluation System. that will be implemented in the current year. The ELA and In-Basket activity will be utilized to provide feedback and assess training needs for potential and those candidates applying to enter a principal or assistant principal pool. In addition district administrators will participate in an Evidence Based Leadership program.

Systematic Consultation

The district Professional Development Director and Professional Development Specialist work with the schools and district departments to annually evaluate all district programs. Periodically consultants from regional or state universities provide written program evaluations that may include systematic consultation. However, this is not something that is economically feasible on a regular basis.

Budget

Professional Development funding will be requested as a part of the Title II application process. Schools will be encouraged to supplement the staff development funds at the school level using alternative funding methods. Funding for district staff development will be based on priority needs. It is important to note that professional development activities are funded through a variety of sources other than the designated Professional Development Funds. In many instances, departments combine budgets to provide effective and efficient professional development for teachers and staff. These funds may include, but are not limited to:

- School Improvement Funds
- School Budgets
- A+ Dollars
- Title I Funds
- Title II Funds
- Title VI Funds
- Eisenhower Funds
- Grant Funds
- Other

Professional Development Projected Budget 2011-122-13

Listed below are projected needs for the 2011-122-13 school year. Determination of the projected amounts for each focus area will be based on an evaluation of needs based on data derived from School Improvement Plans and the annual Professional Development Needs Assessment. Adjustments to this budget may be made once the October Staff Development Needs Assessment Form (Appendix C) is completed. Funding will be requested from Title II as well as other miscellaneousEETT grants to provide for the areas listed below. Our key areas of focus for this school year are Sunshine State Standards, Common Core Standards, continuous improvement, assessment and data analysis.

Professional Development Focus Area	Projected Amount
Reading substitutes, trainers	25,000
Next Generation State Standards/Common Core Standards (subject content, teaching methods, lesson study, ESOL, NEO, action research, learning communities, program and software implementation)	200,000
Technology	30,000
Assessment and Data Analysis, Continuous Improvement	10,000
Classroom Management	5,000
Family Involvement	5,000
School Safety	5,000
Miscellaneous School/Administrative Needs (conferences, WCG, Administrative Assessments (ASAP), consultants)	12,000
Total Projected Needs	**292,000**

Professional Development Plan Appendix

Appendix	Form	Form Number
A	InstructionalProfessional Development Plan	63-11-52
B	AdministrativeProfessional Development Plan	63-11-51
C	Professional Development Needs Assessment	63-11-55
E	Professional Development Follow-up Evaluation Form	63-11-28
F	Professional Development Evaluation Form	63-11-03
G	Professional Development Voucher	62-11-30

63-11-52
2010**02**

Santa Rosa District Schools   **School Year** _____
Section II: Instructional Evaluation Instrument/Professional Development Plan

FL Statute 1012.98 requires that all teachers write a professional development goal annually that reflects the needs of currently assigned students as indicated by state assessment data when available. The purpose of the goal is to identify student performance areas that the teacher should address in selecting professional development activities and identifying deliberate practice that will impact student performance. Goals should be tied to School Improvement Plans. The PDP counts as 10% of each teacher's total evaluation.

Student Needs Goal Statement (Classroom teachers must write a goal that addresses a need based on current state assessment and School Improvement Plan data. Non-Classroom teachers must align goals to classroom teacher, school improvement or district data.)

Teacher Needs Goal Statement (The teacher goal statement should identify teacher needs to ensure that the student performance goal is met.)

Projected Professional Development (should align with student needs, could include teacher certification and teacher professional improvement needs)	**Deliberate Practice (include literacy practice related to school goal)** ~~(Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)~~ (Deliberate Practice is the implementation of new research-based strategies, or changes in the teaching/learning process learned from the projected professional development that has been identified.)

Record of Ongoing Support and Monitoring of Progress:

Date	Attendees	Topics Addressed

Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.

Plan Completion Rating (Assessed by administrator.)	Scale	Check Rating
Highly Effective (PDP goal is data driven and aligns with current student data needs, and/or school improvement needsexceeds expectations//completed a minimum of a minimum of 15 hrs or more of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement)	4.0	
Effective (PDP goal is data driven and aligns with current student data needs, completed -12-14 hrs of projected professional development related to the student data needs indicated, with appropriate artifacts of professional development and deliberate practice related to the outcome statement) (meets expectations/completed a minimum of 12 to 14 hours of projected professional development with appropriate artifacts of deliberate practice related to outcome statement)	3.0	
Needs Improvement (did not meet all expectations/completed 7-11 some hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	2.0	
Unsatisfactory (did not meet expectations/projected professional development 1-6 hours- was not completed and limited appropriate artifacts of deliberate practice related to outcome statement)	1.0	

Professional development activities may include, but are not limited to: **Section II Score** [ ]

    Learning Communities
    Lesson Study
    Online Training
    Face to Face Training
    College Coursework
    Conferences /Seminars
    Action Research
    Mentoring Hours (District Mentors Only)

Santa Rosa District Schools School Year _____
Section II: Administrative Evaluation Instrument/Professional Development Plan

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year student assessment data   The Goal should be tied to the School Improvement Plan and the district improvement plan (strategic plan). The PDP counts as 10% of each administrator's total evaluation.

Student Needs Goal Statement (Classroom teachersAdministrators must write a goal that addresses a need based on current state assessment, and School Improvement Plan data, or district data. Non-Classroom teachers must align goals to classroom teacher, school improvement or district data.)

TeacherAdministrator Needs Goal Statement (The teacheradministrator goal statement should identify administrator teacher needs to ensure that the student performance goal is met.)

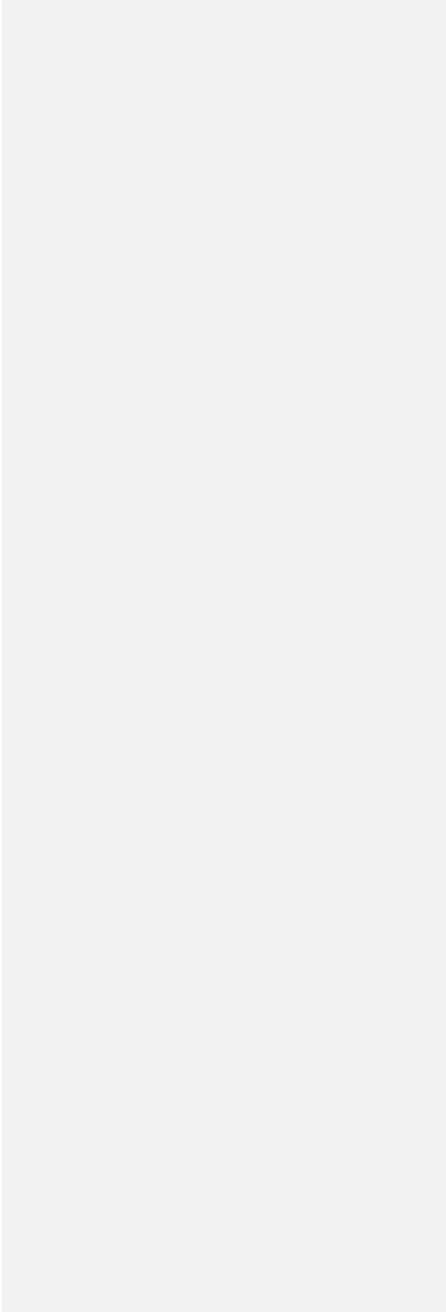| **Projected Professional Development** (should align with student needs, could include teacheradministrator certification and teacher professional improvement needs)	**Deliberate Practice (include literacy practice related to school goal)** (Deliberate Practice is the implementation of new research-based strategies, or changes in the teaching/learning process learned from the projected professional development that has been identified.) that are aligned with the projected professional development that has been identified.)

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Santa Rosa District Schools   School Year _____
Section II: Administrative Evaluation Instrument/Professional Development Plan

Record of Ongoing Support and Monitoring of Progress:

Date	Attendees	Topics Addressed

Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.

Administrative PDP Completion Rating	Scale	Check Rating
Highly Effective (PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of **15 hrs of documented** professional development directly related to leadership needs and applicable to the goal statement, with **appropriate artifacts** of deliberate practice **documenting need and actions as they relate to the outcome statement** and demonstrate evidence as to whether professional growth has occurred.	4.0	
Effective (PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of **12 hrs of documented** professional development **mostly** related to leadership needs and applicable to the goal statement, with **artifacts** of deliberate practice **documenting need and actions as they relate to the outcome statement**)	3.0	
Needs Improvement minimal professional development related to the identified need, and/or **minimal or inappropriate** artifacts of deliberate practice documenting need and actions as they relate to the outcome statement	2.0	
Unsatisfactory professional development and/or deliberate practice was not completed and inappropriate or limited artifacts were provided documenting need and actions as they relate to the outcome statement	1.0	

Plan Completion Rating (Assessed by administrator.)	Scale	Check Rating
Highly Effective (exceeds expectations/completed a minimum of 15 hrs of projected professional development with appropriate artifacts of deliberate practice related to outcome statement	4.0	
Effective (meets expectations/completed a minimum of 12 hours of projected professional development with appropriate artifacts of deliberate practice related to outcome statement)	3.0	
Needs Improvement (did not meet all expectations/completed some projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	2.0	
Unsatisfactory (did not met expectations/projected professional development was not completed and limited appropriate artifacts of deliberate practice related to outcome statement)	1.0	

Professional development activities may include, but are not limited to: Section II Score
Learning Communities

Lesson Study
Online Training
Face to Face Training
College Coursework
Conferences /Seminars
Action Research
Mentoring Hours (District Mentors Only)

The School Leadership Team should complete the needs assessment based on disaggregated student data, teacher PDPs, and School Improvement Plan needs.

Please return this form to the PDC prior to November 1.

Assessment results reveal the need for professional development related to the following strands/categories:

Mathematics

Grades 3 - 8

_____ Number: Operations, Problems, Statistics,   Fractions, Base 10 (Gr 3, 4, 5, 7, 8)

_____ Geometry and Measurement (Gr 3 – 8)

_____ Expressions, Equations, Functions, Statistics (Gr 5, 6, 8)

_____ Fractions, Ratios and Proportional Relationships, Statistics (Gr 6, 7)

_____ Statistics and Probability (Gr 7)

Grades 9 – 12:

_____ Functions, Linear Equations, and Inequalities

_____ Rationals, Radials, Quadratics, and Discrete Mathematics

_____ Polynomials

Reading

_____ NG SSS Vocabulary

_____ NG SSS Reading Application

_____ NG SSS Literary Analysis Fiction

_____ NG SSS Literary Analysis Non Fiction

_____ NG SSS Information Text/Research Process

Writing

_____ NG SSS: Focus

_____ NG SSS: Organization

_____ NG SSS: Support

_____ NG SSS: Conventions

_____ NG SSS: Writing to Explain

_____ NG SSS: Writing to Tell a Story

_____ NG SSS: Writing to Convince

Science

_____ NG SSS: Physical and Chemical Science

_____ NG SSS: Earth and Space Science

_____ NG SSS: Life and Environmental Science

_____ NG SSS: Scientific Thinking

Other professional development needs:

Literacy

_____ Literacy Strategies for Mathematics

_____ Literacy Strategies for Science

_____ Literacy Strategies for Social Studies

_____ Reading in the Content Areas

_____ Next Generation CAR-PD

_____ Text Complexity

_____ Common Core Standards

Technology

_____ Microsoft Access   _____ Microsoft Excel

_____ Microsoft Outlook   _____ Microsoft Publisher

_____ Microsoft PowerPoint   _____ Microsoft Word

_____ AIP/A3

_____ Digital Camera in the Classroom

_____ Excelsior Grade Book/Pinnacle

_____ Internet/Internet Resources

_____ Web Quests

_____ District Online Resources

_____ Success Maker™

_____ Class Works Gold

_____ My Access

_____ Discovery Education STEM

_____ My Reading Coach / RAPS

_____ Earobics Foundations

_____ Earobics Reach

Technology Integration

_____ Reading   _____ Math

_____ Writing   _____ Science

Assessment and Data Analysis

_____ Data Analysis/Data Coach Training

_____ Discovery Education Assessment

School Safety

_____ First Aid

_____ Bicycle Safety

_____ CPR/AEDS

_____ Internet Safety

_____ Violence Prevention

_____ School Emergency Management Planning

_____ Job Safety

Classroom Management

_____ Classroom Management Training

Family Involvement

_____ Strategies for Improving Parent Involvement

_____ _____

_____ _____

Other

_____ Learning Community Training

_____ Action Research Training

_____ Lesson Study

_____ Mentor Training

_____ Differentiating Instruction to Meet Needs of All Learners

_____ English Speakers of Other Languages (ESOL)

_____ Response to Intervention (RTI)

_____ Homeless Education Appendix C

_____ _____

_____ _____

Appendix C

Each participant is required to complete this survey after classroom implementation of skills acquired through a training that impacts student performance and/or is 10 or more hours. This survey is completed electronically in PGS._Inservice points are not awarded until this survey is completed.

Planning

1. This training met my individual needs for professional development (~~I~~PDP) or my professional growth interests.

   ☐ Not at all   ☐ Somewhat   ☐ Definitely

2. This training focused on one or more of the following: the ~~Sunshine~~ State Standards, <u>Common Core Standards,</u>subject content, teaching methods, technology, assessment & data analysis, classroom management, leadership training, or school safety.

   ☐ Yes   ☐ No

3. Describe how this training relates to your teaching assignment or other job requirements.

Learning

4. Did the trainer model effective teaching practices such as practice of skills, feedback to you on your performance, and/or teaching the class using the same techniques and strategies you would be using with students, etc.

   ☐ Yes   ☐ No

5. Describe how the training objectives reflect the objectives listed in your IPDP and explain how the content you received through this training relates to you as a teacher or other staff member.

6. Did the facilitator use the technology tools that were appropriate for the skills being taught?

   ☐ Yes   ☐ No

Implementing

7. Describe specific examples of how you have used what you learned in this training with your students in your classroom or in your other job requirements.

8. Describe specific examples of how you have used what you learned in this training with your students in your classroom or in your other job requirements.

   ☐ Yes   ☐ No

9. I plan to apply newly learned knowledge and/or skills in my work environment.

   ☐ Yes   ☐ No

10. <u>As a follow-up, your facilitator assigned an implementation project. Describe your specific project and tell how it impacted student performance in your classroom.</u>
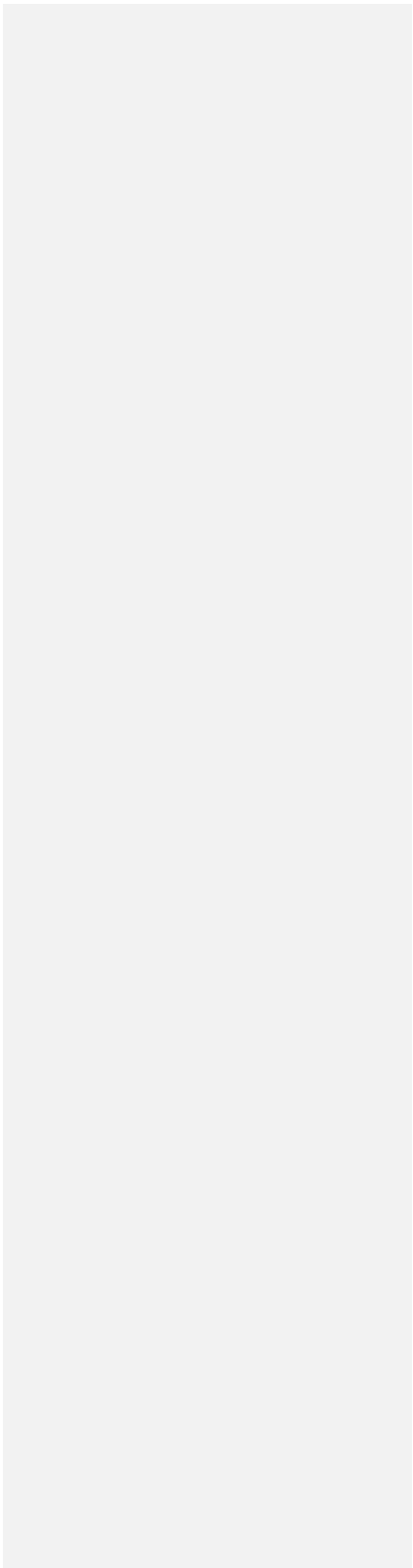
Evaluating

~~10.~~11. Describe the evaluation methods used to document changes in student performance resulting from this training.

~~11.~~12. Have you been involved in any action research stemming from or associated with the training you received?

   ☐ Yes   ☐ No

~~Implementing~~

~~12. As a follow-up, your facilitator assigned an implementation project. Describe your specific project and tell how it impacted student performance in your classroom.~~

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Appendix D

Professional Development Evaluation Survey

Participants should complete this survey after training which does not impact student performance. This survey is completed electronically in PGS._Inservice points are not awarded until this survey is completed.

Planning

1. This training met my individual needs for professional development (PDP) or my professional growth interests.

   ☐ Not at all   ☐ Somewhat   ☐ Definitely

2. This training focused on one or more of the following: the State ~~Sunshine State~~ Standards, Common Core Standards, subject content, teaching methods, technology, assessment & data analysis, classroom management, leadership training, or school safety.

   ☐ Yes   ☐ No

3. Describe how this training relates to your teaching assignment or other job requirements.

Learning

4. ~~4,Did the trainer model effective teaching practices such as practice of skills, feedback to you on your performance, and/or teaching the class using the same techniques and strategies you would be using with students, etc.~~Did the trainer model effective teaching practices such as practice of skills, feedback to you on your performance, and/or teaching the class using the same techniques and strategies you would be using with students, etc.

   ☐ Yes   ☐ No

~~4.~~5.   ~~5.~~Describe how the training objectives reflect the objectives listed in your PDP and explain how the content you received through this training relates to you as a teacher or other staff member.

~~5.~~6.   Did the facilitator use the technology tools that were appropriate for the skills being taught?

   ☐ Yes   ☐ No

~~6.~~7.   ~~Implementing~~ Describe specific examples of how you have used what you learned in this training with your students in your classroom or in your other job requirements.

~~7.~~8.   Describe specific examples of how you have used what you learned in this training with your students in your classroom or in your other job requirements.

   ☐ Yes   ☐ No

~~8.~~9.   I plan to apply newly learned knowledge and/or skills in my work environment.

   ☐ Yes   ☐ No

Evaluating

~~9.~~10.   Describe the evaluation methods used to document changes in student performance resulting from this training.

~~10.~~11. Have you been involved in any action research stemming from or associated with the training you received?

   ☐ Yes   ☐ No

Appendix E

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| Professional Development Voucher | 63-11-30
2011 |
|---|---|

SANTA ROSA DISTRICT SCHOOLS

Use this form for Inservice activities that are held outside the district. Upon completion of the training, return this voucher to the Inservice Office. Only the district Inservice Office can award points using a voucher. **The Inservice Office should be consulted prior to attending the activity to verify that a component is in place.** Vouchers must be received within one calendar year following attendanceActivities that may be reported using a voucher include:

1. **Conferences and Conventions**
   Out of district conferences and activities should be covered by an approved Master Inservice Component. A training agenda and a Temporary Duty form must be attached in order to receive points. Points will be calculated based on the number of session hours attended (seat time) less meal times. An administrator's signature is required on the forms submitted with each Inservice Voucher.

2. **Action Research**
   A maximum of five hours per voucher may be awarded for individual action research activities. Online forms and guidelines may be found on the PDC web site under "Hot Spots." An administrator's signature is required on the forms submitted with each Inservice Voucher.

3. **Online Courses**
   Online coursework not facilitated by the district should be reported using a Professional Development Voucher. A certificate of completion should be attached to the voucher and sent to the Inservice Office to be posted on PGS. An administrator's signature is required on the forms submitted with each Inservice Voucher.

Name: _____

School: _____

Employee ID: _____

Workshop/Project Title: _____

Location: _____ Date(s): _____

Number of Hours in Attendance: _____

Administrator's Signature: _____ Date: _____

(Attach Agenda or Action Research documentation)

Appendix F